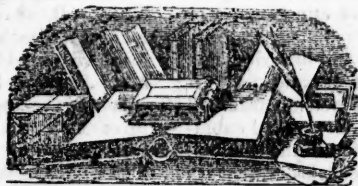


# MONTHLY EDUCATOR



DEVOTED TO EDUCATION, ARTS AND SCIENCES, AND GENERAL LITERATURE.

Vol. II.--No 1.]

ROCHESTER, N. Y., JANUARY, 1842

[Whole No.---7.]

## Literary Institutions.

For the Monthly Educator.

### NO. IV.—GENESEE WESLEYAN SEMINARY.

In the year 1831, the Genesee Conference decided to found an institution of learning for both sexes, fixing its location at Lima, Livingston Co., N. Y. The liberality of the inhabitants of that place, together with its unparalleled beauty and healthfulness, were sufficient inducements to justify this choice. A charter with liberal provisions was obtained, ample grounds were provided, and a commodious edifice erected at an expense of about \$18,000, which was completed in the spring of 1832, the institution commencing its operation on the fifth of May of the same year.

The opening of a literary institution on so extensive a scale and of so elevated a character, was hailed with delight as marking a new era in the educational history of Western New York. Nearly two hundred students were in attendance during the first term. Through all the changes in the board of instruction, Lima Seminary has steadily advanced in influence and numbers until the present time, and it is now ranked in these particulars second to no literary institution in the state. The average annual attendance has been from three to five hundred.

On the 26th of May 1842, a time of unprecedented prosperity in the history of the institution, a destructive fire occurred which consumed the principal seminary buildings, and for a time interrupted the exercises.—The citizens of Lima were prompt to render all possible assistance. They received the students into their families, provided recita-

tion-rooms, and appropriated their town-house for the public exercises of the institution; so that after an interval of but two days, the school was re-organized and continued until the close of the term. The loss occasioned by this conflagration is estimated at from \$20,000 to \$25,000.

Immediately after the fire, measures were adopted by the Board of Trustees for rebuilding. The present edifice which is considerably larger than the former, was completed and open for the reception of students on the 12th of January 1843. It is 144 feet in length, and the east and west sides, by means of wings, present a front of ninety-six feet—all four stories high, and built nearly fire-proof. The buildings contain more than one hundred rooms for the accommodation of students boarding in the hall.

The plan of instruction in this seminary, embraces in its range almost the entire collegiate course. Competent instructors are employed in the several departments of Mathematics, Languages, Ethics, Belles-Lettres, &c., and especial care is taken that the instruction in the English Department shall be thorough and comprehensive. Instruction is given to the young ladies connected with this institution, in Music, Drawing, Painting, and such other branches of polite and ornamental education as are usually taught in female seminaries of the highest grade.

Connected with the Lima Seminary is a farm of some seventy or eighty acres, the avails of which are appropriated to the treasury of the institution. The Boarding-Hall is under the direction of a steward who is employed by the trustees for this purpose,

and has no pecuniary interest in the profits and losses of the establishment. Parents may therefore rest assured that their children will be properly furnished with good board, and every necessary attention given them in case of sickness.

In regard to apparatus and libraries, this institution has been amply provided for. It has in its libraries about fifteen hundred well selected volumes; a good Geological cabinet; and its instruments for Philosophical, Chemical, and Astronomical observation are probably unequalled by any similar institution in the state.

Lectures on Mental and Moral Philosophy are delivered each term by the Principal. The courses of experimental lectures on Chemistry and Natural Philosophy embrace the whole year, but are so divided that the subjects of each term are sufficiently distinct for the accommodation of the student. Familiar lectures in ancient literature and Archæology are also given to the advanced classical students.

There are two literary societies in the seminary, designed for the improvement of the students in extemporaneous speaking. The Amphycton Association has an extensive reading-room and a judiciously selected library of nearly six hundred volumes. The Genesee Lyceum, a young but flourishing society has commenced the collection of a library.

The academic year is divided into three terms—consisting of a Fall, a Winter, and a Spring Term. The Anniversary is held at the close of the Summer Term.

Rev. Dr. Lucky, one of the Regents of the University, was the first principal of this institution, holding that station from the year 1831 to 1834. Prof. S. Seager, now pastor of St. John's Church in this city was the second principal, occupying that station from 1837 to 1844. Prof. G. Loomis, now chaplain for the Seaman's Friend Society at Canton, China, was the third principal, having been elected in 1844, and continuing until 1847.

The faculty of this institution for the year ending June 1st, is as follows:

REV. GEORGE LOOMIS, M. A., Principal, and Professor of Moral Science and Belles-Lettres.

LOCKWOOD HOTT, M. A. Professor of Greek, Hebrew, and the Modern Languages.

REV. GEORGE C. WHITLOCK, M. A., Pro-

fessor of Mathematical and Experimental Science.

JAMES L. ALVERSON, M. A., Professor of the Latin Language and Geology.

GEORGE B. SEARS, English Teacher, and Principal of Teachers' Department.

MISS ABAGAIL C. ROGERS, Preceptress.

MISS JERUSA BABCOCK, Assistant, and Teacher of Ornamental Branches.

MISS EVELINE P. SMITH, Teacher of Music.

The Genesee Wesleyan Seminary is under the direction of a board of thirteen trustees. The following gentlemen constitute the present board of trustees:

REV. GLEZEN FILLMORE, Clarence.

REV. THOMAS CARLTON, Lockport.

SAMUEL DUSINBERRE, Lima.

DANIEL B. LINDSLEY, Rushville.

REV. ASA ABELL, Perry.

DENTON G. SHUART, Esq., Mendon.

MELANCTHON W. BROWN Esq., Lima.

SAMUEL RICHARDSON Esq., Rochester.

REV. JOHN B. ALVERSON, Perry.

REV. SAMUEL LUCKEY, Rochester.

REV. JOHN COPELAND, Geneva.

REV. SCHUYLER SEAGER, Rochester.

HARVEY FRANCIS, Yates.

The following gentlemen constitute the officers of the board:

REV. JOHN B. ALVERSON, President. REV. THOMAS CARLTON, Secretary. REV. JOHN COPELAND, Treasurer. HIRAM WELCH, Esq., Steward.

The expenses of attending this institution are as follows:

Tuition in the common English branches, per term—\$5.35.

Tuition in the higher branches, per term—\$6.70.

Extra charge for Drawing and Painting, per term—4.00.

Extra charge for lectures on Chemistry, per term—\$1.00.

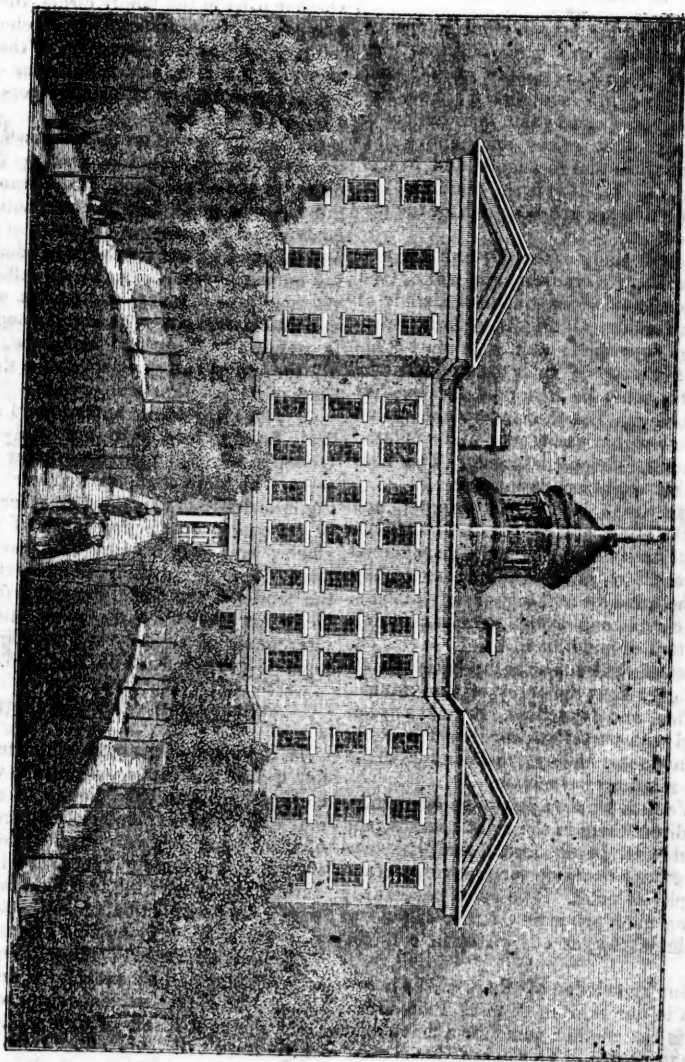
Extra charge for lectures on Natural Philosophy, per term—1.00.

Extra charge for Music and use of Piano, per term—\$13.00.

Board in the Hall, including fuel, washing, and furniture, per week—\$1.50.

Room rent per week—12 1-2 cents.

There were in attendance at the Genesee Wesleyan Seminary during the year ending June 1st 1847, as follows: Gentlemen—300. Ladies—147. Total—447. [A front view of this institution may be seen on the opposite page.]



VIEW OF THE GENESSEE WESLEYAN SEMINARY, LIMA.

## Educational Extracts.

### MENTAL PHILOSOPHY.

THE study of the human mind is one of the most extensive and important that can be pursued. Man is the noblest work of God with which we are acquainted; and the *mind* of man is of more value than his body. It is the mind that raises man above the brute, that allies him to angels, and brings him near to God. It is in the mind and not in the body that we are to search for the image of God.

Next to the study of the DIVINE MIND—the character, government, and will of God—we should hold in estimation the study of the human mind. Of angels, or other created beings superior to man, we know but little; and the study of their nature and employments, must be reserved for another state of being. But the study of the human soul is now within our reach; and it is fitted to awaken the deepest interest. The benefits of this study are numerous:

1. It serves to strengthen, expand, and elevate the mind, and prepare it for the pursuit of all knowledge. Knowledge is gained by mental effort, and this effort is constantly fitting the mind for still higher attainments. No other study can do this more successfully than that of mind itself.

2. Mental Philosophy is the basis of self-knowledge. It is the study of our nature, necessities, and capacities. It makes us acquainted with ourselves; for it is the study of our thoughts, feelings, and conduct in the various relations we sustain.

3. We thus learn to discipline our minds, and to direct them in the right courses, and to useful ends. In all efforts for self-improvement we have occasion for just views of the philosophy of mind. We must necessarily be acting upon principles, either of true or false philosophy, at every step in self-education.

4. Our knowledge of others will be in proportion to our skill in Mental Philosophy; which is but another name for a knowledge of human nature. This knowledge is sometimes gained by the study of men, in the intercourse of life; but there is need of instruction in this as in every other science. It is a profound science; and books, teachers, and direct efforts are as necessary in this as in any science which claims our attention.

5. This knowledge is of vast importance

to the teacher. He has need of the most thorough acquaintance with mind, both in teaching and governing the young. This is true of the teacher in every department; whether it be in the family circle, the common school, the academy or high school, the college, professional seminary, or the sanctuary. All who in any relation or station attempt to teach and influence others, need a knowledge of mind.

6. Equally important is a knowledge of the mind in conversation, writing for the press, in public speaking, in the practice of the law and medicine; in mercantile and commercial pursuits; in the study of history and languages; and framing and administering human governments; in all efforts for reforming the manners and morals of men; in political action and political economy. It is useful in painting and sculpture, and in all the efforts of genius, and in the creations of imagination of every art.

7. The study of the human mind is peculiarly fitted to lead us to the study of the Divine Mind. The more we know of ourselves, the more shall we feel our need of the knowledge of God; and no other created object can give us higher ideas of wisdom, power, and benevolence than the human mind. Its faithful study, in connection with the truths of the Bible, is needed to qualify us for his presence and service, and for the intercourse of all holy and intelligent beings. [Youth's Book on the Mind.]

### NOVEL-READING MONOMANIACS.

It is a pity that the trashy literature of the day should find readers within the walls of a college; yet it is thus that some spend too much of their valuable time. As an instance of this, I am going to repeat here a great story. A graduate of Harvard told me that during his college life, he read three thousand volumes of fiction. "*Three thousand!*" you exclaim; "impossible! he must have said *three hundred.*" Three thousand, he assured me; and his veracity is unquestionable. Nor did the evident regret with which he spoke of it admit of any motive to exaggerate.

But let us see if it be possible, and if it be, the well known *mania* of novel-reading in some persons, makes it probable. In four years, including one leap-year, there are 1461 days; he had then, to read but two volumes and a fraction daily, Sundays included. Rising early and reading far into

the night, he was able to do this. He used he said to run into Boston every evening during twilight, to the book shops and circulating libraries, to return volumes and obtain others.

I had thought this an unparalleled instance in the history of novel-reading—as among students I hope it is. But happening to speak of it to a friend, he mentioned the following: Being with two gentlemen at a book store in New York, at which was kept a circulating library, one of them remarked that an acquaintance of his was accustomed to read two hundred volumes of novels in a year. The other thought it incredible. The first, turning to the bookseller, asked what was the largest number of volumes drawn by one person from his library, in a year. Referring to his books he found that a certain lady had taken four hundred and fifty sets, mostly two-volumed, making about nine hundred volumes. This would amount in four years to 3600, so that the fair one beat the collegian by six hundred. [Recollections of College Life.

#### A KIND HEARTED CHILD.

There is nearly in front of our office, an old pump—a kind of town pump which every one may use, and whose wet and bespattered base speaks plainer than signboards could do, of water for man and horses; and a very excellent pump it is, too—never out of order, easily worked, and furnishing the purest, clearest, coolest water in the world. Many a thirsty school boy and omnibus driver has refreshed himself at that pump—the hackmen and draymen stop there and the old iron ladle that hangs by its side has been pressed to many a sweet and pretty lip. It is no unusual thing, just after school hours, to see some little fellow, with his satchel over his shoulder, working away at the handle for ten minutes at a time, till all who have gathered around it have been supplied with drink. But yesterday the pump was honored as though an angel had blessed it. A rosy cheeked girl, her face half hid in a flood of glorious curls, came bounding by, driving her hoop, as the old, decrepid applewomen, whom every body knows, and whom no one passes without giving her a penny, was endeavoring to obtain a drink. She had set down her basket, but bent nearly double by the weight of her years and sorrows, was still compelled to lean upon her staff. The little Hebe saw the difficulty, and

was in an instant at the handle. Holding the ladle until it was filled, she carried it gently to the lips of the old lady, then filled it again, while the warm, grateful thanks of the poor woman called the crimson to her cheek, which as she hurried away was deepened by the consciousness that she was observed.

We shall ever remember that girl, and the joyous satisfaction with which she performed a good and kind action to the aged. The scene and the hearty thanks of the old lady, called forcibly to mind, and not altogether inappropriately, the beautiful thought in Talford's tragedy of *Ion*:

—“It's a little thing  
To give a cup of water, yet its draught  
Of cool refreshment, drained by fevered lips,  
May send a shock of pleasure to the soul,  
More exquisite than when nectarious juice  
Renews the life of joy in happiest hours.”

FLOWERS.—How the universal heart of man blesses flowers! They are wreathed round the cradle, the marriage-altar, and the tomb. The Persian in the far east, delights in their perfume, and writes his love in nose-gays; while the Indian child of the far west clasps his hands with glee, as he gathers the abundant blossoms—the illuminated scripture of the prairies. The Cupid of the ancient Hindoos tipped his arrows with flowers, and orange buds are the bridal crown with us, a nation of yesterday. Flowers garlanded the Grecian altar, and they hang in votive wreaths before the Christian shrine.

All these are appropriate uses. Flowers should deck the brow of the youthful bride, for they are in themselves a lovely type of marriage. They should twine round the tomb, for their perpetually renewed beauty is a symbol of the resurrection. They should festoon the altar, for their fragrance and their beauty ascend in perpetual worship before the Most High. [Mrs. Child.

REMEMBER YOUR SCHOOLS.—The children must be made comfortable in their school; they must be punctual and attend the whole course. There can be no profitable study without personal comfort; and the inconvenience and miserable arrangements of some of our school-houses are enough to annihilate all that can be done by the best of teachers. No instructor can teach unless the pupils are present to be taught, and no plan of systematic instruction can be carried steadily through, unless the pupils attend punctually and through the whole course. [Extract from Prof. Stow's Report.

## ALL'S WELL THAT ENDS WELL.

BY PHOENOSTICOS.

It was once a universal custom in the Eastern States, and the custom is now in vogue to some extent, for boys on New Year's Day, to fight for freedom, to wit:

For some unknown reason or other that day was ever held by them as one to be exclusively devoted to sport and recreation, and their determination was invariably, if possible, to make it such. Therefore innumerable plans were always pondered o'er for days beforehand by which they might "shut out" the teacher, so that going home their excuse for not attending school might be, that there was no master there, and of course there would be no school.

Preceptor B——, of ——, New Hampshire was a man of much sound sense, and possessed a good education, not omitting to make mention of his quaint slyness, and cute cunning—an evidence of which here follows:

Being an old stand-by of a teacher, he had of course learned the *modus operandi* of fastening the school-house for keeping out the master, and on one New-Year's morning he concluded to play a little trick upon his pupils unawares. Accordingly about three o'clock A. M., taking in his hand a little tin-pail filled with his breakfast, he repaired to the school-house, quietly walked in and took his stand in a small sized closet that was situated immediately in the rear of his desk.

About five o'clock he heard footsteps—some seven or eight boys having taken the (supposed) precaution to go there at an early hour for fear that he might forestall them. Entering the house, they made preparations for fastening up the building, then built on a "roaring fire," and were having a right merry time. About seven o'clock more joined them, and they continued to flock in until the hour of eight, when it was announced that the front door would be closed, and no others but those that then entered could gain admittance.

They were having together a jolly good time—calling the preceptor *all sorts of hard names*—exulting over their supposed good luck in having reached there first, and got all things so well arranged and so on, until an old time-piece that stood over the closet aforementioned, struck nine times—when out leisurely walked Preceptor B——from his hiding place, and called them sternly to order. All were completely thunderstruck

—some were for jumping out of the windows—others were about bursting open the door and making their escape, but one more "*order*," accompanied by a tremendous stamp upon the floor, set them fast flying to their various posts, and such a sheepish looking lot of countenances as was there displayed, is seldom to be seen at once together.

No reference was made to the matter by the teacher during the morning—but at noon he calmly remarked, that seeing they had studied so attentively and kept so quiet during the forenoon, the rest of the day was at their disposal. Wishing them all a "happy New Year," he left the room, having though such a significant *smirk* upon his face, that all the boys were fairly beaten. Yet so glad were they to come off from the affair unharmed, that they all declared him to be a "first rate fellow," and then scattered for their respective homes. [Am. Artizan.

DR. CHALMERS.—Studious persons are sometimes surprisingly ignorant how to act on ordinary occasions. Dr. Chalmers came home one evening on horseback, and as neither the man who had the charge of his horse, nor the key of the stable could be found, he was for some time not a little puzzled where to find a temporary residence for the animal. At last he fixed on the garden, as the fittest place he could think of for the purpose; and having led the horse thither, he placed it on the garden walk. When his sister, who had also been from home, returned, was told that the key of the stable could not be found, she enquired what had been done with the horse. "I took it to the garden," said the Doctor.

"To the garden!" she exclaimed; "then all our flower and vegetable beds will be destroyed."

"Don't be afraid of that," said the Doctor, "for I took particular care to place the horse on the garden-walk."

"And did you really imagine," rejoined the sister, "that he would remain there?"

"I have no doubt of it," said the Doctor; "for so sagacious an animal as the horse could not but be aware of the propriety of refraining from injuring the products of the garden."

"I am afraid," said Miss Chalmers, "that you will think less favorably of the discretion of the horse when you have seen the garden." To decide the controversy by an appeal to the facts, they went to the garden,

and found, from the ruthless devastation which the trampling and rolling of the animal had spread over every part of it, that the natural philosophy of the horse was a subject with which the lady was far more accurately acquainted than her learned brother. "I never could have imagined," said the Doctor, "that horses were such senseless animals." [Hogg's Instructor.

**A QUESTION WITHOUT AN ANSWER.**—A knot of rustical worthies were convened round the fire in a village tavern. The blacksmith, the barber, the constable, and the schoolmaster were there. After they had guzzled and smoked to their hearts' content, and when all the current topics of the day had been exhausted, the schoolmaster proposed a new kind of game to relieve the monotony of the evening. Each one was to propose a puzzle to his neighbors, and whoever proposed a question which he himself could not solve was to pay the reckoning of the whole. The idea pleased, and the schoolmaster by virtue of his station called on Dick Dolt, whom most folks thought a fool and a few knew for a knave, to put the first question.

"Neighbors," said Dick, drawling and looking ineffably stupid, "you've seen where squirrels dig their holes; can any of you tell the reason why they never throw out any dirt?" This was a poser, and after a long cogitation even the master was obliged to give it up. It now devolved upon Dick to explain. "The reason is," said Dick, "that they first begin at the bottom of the hole."

"Stop, stop," cried the pedagogue, startled out of all prudence and propriety by so monstrous an assertion; "pray, how does the squirrel get there?" "Ah! master," replied Dick, delighted and grinning, "that's the question of your own wise asking—you're in for the liquors."

**JOKE FOR BOOK-BINDERS.**—A gentleman, entered a book-seller's shop, the other day, in Dublin, with a valuable work, which he said was to be bound in superior style.

"And how will you have it done?" said the book-binder, "in Russia?"

"In Russia! certainly not," was the reply.

"In Morocco, then?" enquired the shop-keeper.

"No! neither in Russia nor Morocco," rejoined the patriot; "if you can't do it here, I'll take it to the book-binder over the way."

**PERFECTION.**—A French preacher was descanting from the pulpit, with great eloquence on the beauties of creation; "what-ever," said he, "comes from the hands of nature is complete. She forms every thing perfect." One of his congregation, very much deformed and having a very large hump, went up to him at the close of the discourse, and asked, "what think you of me, Holy Father, am I perfect?" To which the preacher replied very coolly, "yes, for a hump-backed man, quite perfect!"

**AN ACRE.**—"O dear!" blubbered out an urchin who had been suffering from an application of the birch; "they tell me about forty rods make a furlong, but I can tell a little bigger story than that. Let them get such a licking as I've had, and they'll find out that one rod makes an acher."

**GOING OUT.**—An editor once said to a bore who had sat about two hours in his office, "I wish you would do as my fire is doing," "How is that?" said the other. "Why, sir it is going out," replied the editor.

From the North Star.

### TO NIAGARA.

To-day I stand a pilgrim on thy verge,  
Old Niagara! and my willing ear  
Drinks in the deep bass of thy wondrous voice—  
"The voice of many waters!" On they come,  
From Erie's greener depths, and bright St. Clair,  
And Huron fathomless, and far off Michigan;  
And chaste Superior hoardeth not his wealth,  
But sends his affluence to thy giant tide.  
On, on they come, commingling as they run,  
And, leaping in their joyance, in one mighty flood,  
Pour their libation from thy trembling verge.

Earth's joyous angel, Beauty, hovers round,  
And plumes her wing amid thy snowy cloud;  
And when yon glorious orb is slanting o'er  
Thy battlements his beams, her mystic hand  
Shapes from the elements a child of light;  
Thy cloud of incense its baptismal font,  
And cradle of her offspring newly born.

Now as I gaze, Time's solemn centuries,  
Hoar spirits of the past, call from their hollow tomb,  
Nor tell us when thou wert not. When Horeb's rock,  
Touched by the feeble wand of Israel's leader, gave  
Its fountains for her lips, e'en then thy thunder tones,  
Vibrating along these cliffs, shook earth and air.  
When bearded time was in his infancy,  
He played amid thy foam. When Memnon's marble gave  
Its first weird music to the morning beam,  
A kindred shaft fell on thy pillared mist,  
And Iris lingered round these rocks, and smiled.

Sublimity is thee; thou art sublimity;  
And the great seal of Deity is fixed  
Forever on thy brow! 'Tis no idolatry  
To stand a mute-lipped worshipper at thy shrine,—  
To feel our weakness, while our spirit kneels  
Thus in the presence-chamber of the great I AM!  
And listens to the anthem thou art ringing,  
Ever from off thine altar to His praise,

# MONTHLY EDUCATOR.

Rochester, N. Y. January, 1847.

PARSONS E. DAY, EDITOR.

## TO CORRESPONDENTS.

"Thoughts on Leaving School" and "A few Remarks to Teachers" are respectfully declined.

"A Practice not Right" contains an excellent sentiment and is well-written, but we think the evil to which the author refers may now be numbered among "the things that were."

"Weep not for me," and "Union among Teachers" will probably appear in our next.

## SPLENDID PRIZES.—A LIBERAL OFFER TO THE FRIENDS OF EDUCATION.

Having made arrangements for the publication of a large edition of our paper for the present volume, we are now prepared to offer the following premiums to such as shall aid us in the circulation of this work:

**FIRST PRIZE.**—WEBSTER'S NEW LARGE QUARTO DICTIONARY.—*Merriam's Edition.*—Price \$6.00. Of the merits of this work, it is unnecessary for us to speak. It has been but a few weeks before the public and has received the universal commendation of all who have examined it. It is pronounced by competent judges to be the best dictionary extant. Believing this to be the most valuable and acceptable premium that could be presented, we offer the work to the person who will procure the greatest number of subscribers for the present volume of the Monthly Educator, previous to the first of May next.

**SECOND PRIZE.**—M. THEIR'S HISTORY OF THE FRENCH REVOLUTION.—Complete in two large octavo volumes.—Price \$4.00. This work will be presented to the person who will procure the second greatest number of subscribers for the Monthly Educator previous to the first of May next.

**THIRD PRIZE.**—WILLSON'S LARGE HISTORY OF THE UNITED STATES.—Price \$2.00. This truly valuable work will be presented to the person who shall procure the third greatest number of subscribers for the Monthly Educator, previous to the first of May next.

**FOURTH PRIZE.**—SEARS' PICTORIAL HISTORY OF THE UNITED STATES.—Price \$1.50. This work will be presented to the person who shall procure the fourth greatest number of subscribers for the Monthly Educator, previous to the first of May next.

**OTHER PREMIUMS.**—THEORY AND PRACTICE OF TEACHING.—Price \$1.00. EVERY PERSON who shall form a club of ten subscribers for the Monthly Educator, and forward us four dollars for the same, previous to the first of May next, will be presented with a copy of "Page's Theory and Practice of Teaching." The work will be left at Dewey's News Room, subject to the order of those entitled to it, as soon as the money shall be received at this office.

**TO POST-MASTERS.**—Any post-master who shall form a club of ten subscribers at the club price, previous to the first of May next, may retain one dollar for his services.

¶ We are gratified to announce to our readers, that in our next number we shall publish a new and original piece of music, composed by Capt. J. C. ADAMS of this city. The distinguished reputation which Mr. Adams enjoys as a musician and musical composer, is a sufficient guarantee of its superior excellence. The piece is entitled "Morning School Song," words by J. W. Barker.

¶ CITY Subscribers will hereafter call for their papers at DEWEY'S NEWS ROOM, in the Arcade.—Communications for the Monthly Educator may also be left at the same place.

## WHAT IS EDUCATION?

*What is Education?*—We answer, it is a proper development and training of the faculties and powers of the physical man. This includes physical, mental, and moral education.

1. By **PHYSICAL EDUCATION** we mean a knowledge of those laws by which the human system is governed. Proper instruction in this branch of learning, will in most instances secure to the pupil a sound, healthy, vigorous constitution; acting as a safe-guard against disease and perhaps premature death. It will also be a most important aid in supporting himself and obtaining an honorable subsistence in the world.

2. By **MENTAL EDUCATION** we mean such knowledge as tends to enlarge, expand, and improve the faculties of the mind. Instruction in this branch of learning enables the pupil rightly to understand and properly to use his physical knowledge, and can be used to advantage in every department and occupation in life.

3. By **MORAL EDUCATION** we mean a knowledge of those principles which control the human heart. Instruction in this branch of learning enables the pupil rightly to control and regulate his feelings, mo-

tives, and affections. Without moral education a man may possess the physical powers of a Hercules and the gigantic mind of a Newton, and still be comparatively useless to the world.

Then let the pupil be instructed in each of these great cardinal branches of instruction. Educate the whole man—if you would make the pupil an honor to himself, an ornament to society, and a blessing to the world.

## American Biography.

For the Monthly Educator.

### NO IX.—JOHN CHAMPE.

BY THE EDITOR.

JOHN CHAMPE was born in Loudon County, Va., in 1752, and entered the American army in 1776. A short time subsequent to the treason of Gen. Arnold, Washington received various intimations that some of the American officers were engaged in a conspiracy against their country. He therefore desired Gen. Lee to select some daring and trusty person who might assume the character of a deserter, and having entered the enemy's camp, endeavor to ascertain the truth of these rumors, also to try to carry into effect a plan for seizing Arnold and bringing him to the American camp.

Lee fixed upon Sergeant Champe to execute this daring enterprise. He readily consented—and having mounted his horse, and passed the American lines he was soon on his way to the enemy's camp. In about half an hour, his desertion was reported to Gen. Lee, who after making several inquiries—thus causing as much delay as possible—at length gave orders for pursuit. Champe however reached the banks of the Hudson, and plunging into the river, he swam to the British galleys then stationed at Paulus Hook, and was thence conveyed to Sir Henry Clinton at New York.

After an examination by Clinton, he was consigned to the care of Arnold, by whom he was offered the rank of sergeant-major in the British army. He accepted the office the more readily that he might have easy access to Arnold, and thus execute his intended plan—which was to seize and gag him at night, and convey him to the river where a boat would be in readiness to receive him. Lee repaired to Hoboken on the appointed night with a party of dragoons; but Arnold having changed his quarters during the day, the proposed plan was frustrated—and the company returned deeply disappointed with the unfavorable termination of the enterprise.

Champe however obtained evidence of the innocence of the suspected officers, and transmitted it to the American commander. The regiment to which Champe belonged was soon after sent to the South; where he succeeded in escaping from the British army. Having arrived at the camp of Gen. Greene, he was sent by that officer to Washington who granted him a discharge from the army, lest being taken by the enemy he should be executed as a spy.

When Washington was called to the command of the American army in 1798, under the appointment of President Adams, he made inquiry for Champe with the design of promoting him; but he learned with regret that this worthy and brave officer had recently died in seclusion in an obscure town in Kentucky.

## Communications.

For the Monthly Educator.

### OBJECTS OF EARLY EDUCATION.—NO. IV.

BY EZEKIEL RICH.

The fourth great object of early education is due preparation for a just and honorable **SELF-SUPPORT**. All should look well to this matter—from infancy to the commencement of independent and responsible life. The use of strength and the formation of business habits should be taught to a child, as soon as it is able to notice or hold any thing in its hands. When it can bear its own weight, it should be taught to use its feet for walking. As it becomes able to walk and understands words, it should be furnished in open air with toys or playthings, or rather its working-tools as large and heavy as it can well manage.

If the father be a farmer, he should take his little son into the garden, to the barn, or out upon the fields, and instruct him in such parts of his business as the child can perform, and on such other subjects as he can understand. He should have his axe, hoe, rake, whip, &c. in miniature, and be taught how to use them. This gives him health and strength of body and vigor of mind; also knowledge and habits of productive business, to which he ought early to be stimulated and encouraged by seeing and enjoying its good fruits. Great care should however be taken lest his business become irksome by too long and close confinement. The child should be allowed sufficient change, play, and rest.

A somewhat similar course should be pursued by the parents who are engaged in other occupations.

permitting it. If however the father can not thus educate his son, let his neighbor do it; for it is indispensable in promoting a good constitution, good morals, and a rich capital stock for usefulness, honor, and happiness in subsequent life. This method of training takes away from the child the dread, disgust, and tediousness of honest labor, prevents his becoming an idle, loitering, worthless fellow, and causes that which many esteem a most grievous curse to become to him both entertaining and delightful—adding to his food a peculiar relish, and to his sleep a peculiar sweetness. It expands his heart, gives him generous feelings, and opportunity to enjoy the most delicious luxury that earth affords—that of administering to the wants of the unfortunate and distressed. It contributes to his real solid honor; for it is a principle deeply implanted in the human soul, to respect those who by their own honest industry support themselves and those dependent upon them, and are constantly doing good to their fellow-men.

This proper education of the young for self-support includes also a sufficient degree of literature—embracing a knowledge of the more common and important branches of study, such as Reading, Writing, Geography, Arithmetic, History, and Mental, Moral, and Natural Philosophy. These should be taught to the pupil as far as possible incidentally and home, by parental, book, and self instruction, without the irksomeness and benumbing influence of task in disagreeable and protracted confinement.

This kind of education, interspersed as it should be with productive business of some sort, is necessary: 1. To introduce persons properly to the notice, friendship, intercourse, and various enjoyments of society, without danger from the iniquitous devices of the fraudulent and cunning. 2. To furnish them an ample store of general knowledge which shall aid them in forming and bringing their various plans of business to successful issue. 3. To enlarge, discipline, and strengthen their powers of mind for general reasoning, invention, scheming, and arrangement of business in the laudible pursuits of life.

O what a curse is life without an early and due preparation for usefulness, and an honorable livelihood! And how degraded must be that being who is willing unnecessarily to live, and enjoy the luxuries, pleasures, and honors of life from the unrequited labor of others!

Parents and their assistants should unitedly pursue a similar course with their daughter, varying as the condition, the proper objects and business of

females vary. O what a curse to herself, to her friends, to her family, and to society, is she who arrives at womanhood, and marries without the knowledge and habits of domestic business, and is skilled in nothing but pleasure, dress, play, company, and music. Let no affectionate parent—no fond and doating mother—be guilty of thus educating a fine promising daughter, who might otherwise be useful, honorable, and happy—might be blessed, and be made a blessing to others.

Rochester, December, 1847.

For the Monthly Educator.

### A VISIT TO GRAMMAR-LAND.

MR. EDITOR.—As I have spent a considerable time in the region called "Grammar-Land," and become acquainted with the inhabitants of that country, I thought it might not be uninteresting to give some account of my residence there, for the information of those who anticipate a sojourn in that kingdom.

The first persons with whom I became acquainted while a resident of that country, were THE ARTICLES. Those belonging to this class do not stand very high in society—their only business being to limit and point out the Nouns to those just entering the country. They however boast much of their relation to them; as by a law among them, articles become related to the nouns which they limit.

My stay with the articles was short, my guide being anxious to introduce me to the nouns. These consist of two general divisions, denominated *Proper* and *Common*. The Proper Nouns are the particular individuals of the kingdom, and comprise the nobility. The Common Nouns are the lower order of the class; although they enjoy all the privileges of the nobility. The nouns are divided into four other classes or orders, which are called Persons, Numbers, Genders, and Cases. The persons consist of three sub-classes; the first of which are continually speaking, and always expect people to listen to them; the second class are very attentive to what is said to them without even interposing a word in reply; while the third class are contented merely to be spoken of.

The numbers consist of two sub-classes; the first of which is called *singular*, from the fact that they form no associations with each other—always preferring a "life of single blessedness;" while on the other hand those belonging to the *plural* number are particularly fond of uniting in companies, parties, and societies—showing their abhorrence of bachelorhood by never remaining single. There are three

classes of cases—the Nominative, Possessive, and the Objective. I thought I should like to belong to the possessive class, had it not been for a law which says that “a noun or pronoun in the possessive case is governed by the thing possessed,” which reminded me of the relation a wife sustains to her husband.

Having become sufficiently acquainted with the nouns, my guide introduced the Adjectives to my notice. I did not like this class very well, as they were continually talking about people, and not unfrequently like all great talkers, slandered and falsified their neighbors. I was at one time met by a person who desired me to address him. Upon my inquiring the reason of so strange a request, he informed me that by an unforeseen event he had lost all his property, and was now dependent upon an old miserly uncle; but by a law of the kingdom the person addressed became *independent*. Soon after, noticing several adjectives conversing together, he listened to their conversation, and perceiving that they were talking about him he immediately claimed them as his property. Upon my inquiring the reason of this strange procedure, he informed me that by another law of the kingdom, “Adjectives belong to the nouns which they describe.”

Another important class are the PRONOUNS, which are merely representatives of the nouns. Wishing one morning to make a second visit to the nouns, I was met by several of these personages who informed me that it was contrary to the customs of polite society for the nouns to be too frequently called upon; and that I must thereafter transact my business with them, inasmuch as they were directed by the nouns to occupy their place.

The kings are called VERBS, with whom I did not easily form an acquaintance. They however are not proud and haughty although somewhat reserved in their manner, and like most other mortals are not always in the same mood. There is a law in relation to them which I thought very strange, that is, they must agree with their subjects in number and person. The PARTICIPLES are near kinsman to the verbs and are also somewhat related to the adjectives, and have some share in the government. In their train follow the ADVERBS whose chief business is, to note the time, place, degree, and manner of the various acts of the kings.

The CONJUNCTIONS are mere match-makers who as all will admit, are indispensably necessary in every society, although they are not unfrequently too officious. The PREPOSITIONS are an interesting little class who devote all their time to tracing out the re-

lations of one person to another. The INTERJECTIONS are forever exclaiming “Oh! ah! alas! dear me!” and similar expressions, and appear to be of no use to the kingdom except to give life and vivacity to the other classes of society. CLARA.

*Alfred Academy, November, 1847.*

For the Monthly Educator.

### THOUGHTS ON RE-ENTERING SCHOOL.

Is it indeed true that I behold once more the devoted spot where I have spent so many happy hours long since passed away—that I again hail with delight these walls echoing to the cheerful notes of literature? Ah! the sight brings to my mind the past, when these walls lent their sympathizing echoes to the murmurs of a long farewell—when a cheerful band bound by the sacred ties of friendship and marching onward in the path of science, were called upon to separate and bid adieu to the pleasures of those endeared associations!

I left with a heavy heart indulging no fond hope of return, but not to abandon those scenes to the sterile regions of forgetfulness—no, they were too deeply impressed on the mind to be thus neglected. And as days, weeks, months, and years rolled away, the memory of the past glimmered through the mist of changes between like the star that shines but to show the darkness surrounding its feeble ray. Often have I looked back upon those scenes with a wishful eye, like the mariner who desires to gain some delightful island, but is wafted away by the heartless tide and adverse winds of fate.

But now fortune once more directs my wandering footsteps to this valued retreat. I hasten hither with joyful anticipation and behold the spot where the cheerful band once responded to our innocent congratulations. But alas! all around seems strange and new. Here and there I behold a familiar face which used to beam with the smiles of friendship, yet now something of a stranger-spell seems nourished there. Thus as I look around disappointment dampens my late anticipations of joy, and I am convinced that all the world is a changing scene, often faithless to the tenderest ties of affection!

But why grieve for the past? The future perhaps will yield enjoyments more congenial to the soul! Then despond not ye mental flowers, but arise and renew your energies to improve the day while it lasts; though I fear it is but for a moment, and then again to know more keenly the sorrows of another separation.

*Alfred Academy, Nov. 1847,*

## Literary Review.

### CHAMBERS' WORKS.

The publication of CHAMBERS' CYCLOPEDIA OF ENGLISH LITERATURE in the old world, and a reprint of the same in this country may be looked upon as an important era in the circulation of valuable standard works for the benefit of the sober reading, thinking community. A few months since while a flood of light publications was being hourly issued from the press, an enterprising firm in Boston conceived the idea of supplying the public with this compendium of the choicest essays of English authors. The most distinguished historians and biographers, the most celebrated poets and dramatists, and the profoundest philosophers and divines the English nation has ever produced, are here represented in the master-pieces of their own composition.

Concerning the utility of CHAMBERS' MISCELLANY we can not speak with that degree of confidence we would use in the commendation of the CYCLOPEDIA. The selections seem to be intended rather as a source of recreation and amusement than real usefulness. For the farmer, merchant, mechanic, or teacher, to pass away a winter-evening after having undergone the laborious duties of the field, shop, or school-room, nothing could be more appropriate. Such extracts should however not be read to the exclusion of others of more solidity and usefulness.

We insert in another column the advertisement of the publishers of the last-named work, that our readers may learn the plan and price of publication.

HIGHER ARITHMETIC; or the Science and Application of Numbers, combining the Analytic and Synthetic Modes of Instruction, designed for Advanced Classes in Schools and Academies. By James B. Thompson, A. M. New York: Published by Mark H. Newman & Co.

From the experience we have had in the use of Prof. Thompson's Practical Arithmetic as a textbook, we are persuaded that it is worthy of the high commendation it has received from the public. But although we have found it to embrace all that is necessary in the acquisition of a common business education, we have believed that another treatise embracing a more extended and philosophical view of the science of numbers, would be a desirable sequent to the Practical and Mental Arithmetics. We rejoice that such a work is now before the public. Although the announcement of its intended publication led us to anticipate a good work, yet we are free to say it has in many respects exceeded our

expectations. The definitions and rules appear to be concise and comprehensive, the arrangement natural and truly scientific, and the manner in which the author treats of the different subjects prove his thorough acquaintance with them.

THE YOUNG VOCALIST; a New and Choice Collection of Secular and Sacred Music, Original and Selected, For the Use of Schools, Singing Classes, &c. By Charles W. Sanders and B. A. Russell. Rochester: Published by Sage & Brother.

From the somewhat cursory examination we have given this work, we should pronounce it well calculated for the school-room. We notice several new and enlivening pieces of great merit, and which we think will prove useful and entertaining to the lovers of good music. For sale at the book-stores

*From Comstock's Phonetic Magazine.*

### Æ FONIK GURL OV MICIGAN.

[This Poem is founded on the following fact, communicated in a letter from the Hon. Ira Mayhew of Michigan, to Dr. A. Comstock of Philadelphia:

"I took up the TREATISE ON PHONOLOGY, and I was unable to lay it down until I had completed its perusal. I placed it in the hands of my children, and judge what was my surprise to hear a daughter, not yet six years old, read the first chapter of Genesis fluently, in less than one hour from the time she first saw a Phonetic character!" ]

A datur hsm prpd kxyz wud on,  
Adornz ds lek-gurt Stet.  
Ør sumurz six had w'ur hur con,  
Cx opt ds Fonion's get.  
Yis; opt ds Templ ov qr tny,  
In wun cort qr indrd,  
And lurnd ds leturz qd ds yug,  
Bi Fonik skal, mo rxd!

Aen stand rxbrkt bi ðildhud's fem,  
Yx men hz srur hxd;  
And let an infant's progress cem  
Yur livz ov poltra dxd!  
Se not, az yx hav sed ts mx,  
Dat "God haz kurat qr sprð,  
And Bebelizd it hoplesh!"  
Nø mor ðis folshud txd.

Se not, "Fonstiks ar abstrus,—  
Abuv ds pxpl's mind!"—  
A lul gurl haz lurnd ds yzs  
Ov leturz trð dxsind;  
A lul gurl haz lurnd ts rxd  
Bi sistem nrt and plen—  
Cud not ðis sistem separaxd  
Aoz ov loq yxyz ov pen!

Akxz not Havn's Gospel brit,  
Ov olturiz qr spxð!  
For inasens iz Gospel-lit;  
Ius akeuns vurðs trð!  
Cal not ðis Alfabet bx wnd  
Bi Frxdum's Stets rxnqnd!  
As Gospel, in it, trumpit-wnd,  
Guz nø unsurtin spnd!

We republish Comstock's Alphabet in order that those who have not yet seen it, may be assisted in deciphering the preceding extract :

### A Perfect Alphabet of the English Language,

BY ANDREW COMSTOCK, M.D.

In the following Table there is a character for each of the 38 elementary sounds of the English Language. For the sake of brevity, there are also 6 compound letters, each to be used, in particular instances, to represent two elementary sounds.

THE 38 SIMPLE LETTERS.					
15 Vowels.		14 Subvowels.		9 Aspirates.	
E e	ale	B b	bow	P p	pit
A a	arm	D d	day	T t	tin
O o	oll	J j	asure	C c	shade
A a	an	G g	gay	K k	kite
X x	eve	Z z	zone	S s	sin
E s	end	V v	vile	F f	fame
I i	ile	Δ δ	then	Θ θ	thin
L l	ia	L l	light	H h	hut
Ω ω	old	R r	roll	Q q	what
S s	lose	M m	met		
O o	on	N n	no		
L x	tube	I j	song		
U u	up	W w	wo		
U v	full	Y y	yoke		
Φ φ	out				

THE 6 COMPOUND LETTERS.					
Ω α	oil	Δ δ	job	Υ δ	etch
Δ e	air	G g	tugs	X x	oaks

## Notices.

**STEBEN COUNTY INSTITUTE.**—A Teachers' Institute was held at Hornellsville commencing October eighteenth and continuing five days. It was chiefly under the supervision of A. S. Phillips, Co. Superintendent, assisted by W. C. Kenyon, Principal of Alfred Academy, and A. E. Crane and S. Hallet, graduates of the Normal School. The report on "Emulation in Schools," read by Prof. Kenyon at the last annual meeting of the state association, was by especial request re-read before the members of the institute, and the resolutions appended to it were adopted. Lectures were also delivered by Rev. F. Lilly and H. Bennett of Hornellsville, C. F. Church of Bath, and others. Resolutions were adopted approving of Teachers' Institutes, the use of the Bible in school, and tendering the thanks of those present to such as had assisted in conducting the various exercises of the institute.

A paper entitled the "Perenian Spring" was prepared and read near the close of session.

**ONTARIO ASSOCIATION.**—The Teachers' Association for Ontario County will meet at the Union School House in the village of Vienna, on Saturday the eighth inst., at 10 o'clock A. M.

## Selected Miscellany.

**KEEP A SECRET.**—Anything revealed in confidence should be kept secret. There is no greater breach of good manners and Christian faith, than to reveal that which has been placed in the secrecy of your own bosom. What if the friend who once trusted you and told you the secrets of his heart—has become your enemy? You are still bound to keep your word inviolate, and preserve locked in your heart the secrets confidentially made known to you. A man of principle will never betray even an enemy. He holds it a Christian duty never to reveal what was placed in his keeping. While the Albanians were at war with Philip, King of Macedon, they intercepted a letter that the king had written to his wife, Olympia. It was returned unopened, that it might not be read in public—their laws forbidding them to reveal a secret. Among the Egyptians, it was a criminal offence to divulge a secret. A priest who had been found guilty of this offence, was ordered to leave the country.

Have you a secret reposed in your bosom. Reveal it not for the world. A confiding friend may tell you a hundred things, which if whispered abroad, would bring him into ridicule, and injure his character through life. No one is so upright that he may not have committed some ungentlemanly act, or some impure offence, which may have secretly been confided to another. The fault may have been perpetrated years ago, before the individual's character was formed, and before he had a wife and children. Would it not be a profanation of the most social duties, in a fit of anger, or out of malice or revenge, to divulge a secret like this?

A man's enemies would not care whether it was the fault of his thoughtless youth or his maturer years, so long as they could make a handle of it to his injury, and thus effect their purpose. Be careful then never under any consideration whatever, to repeat what has been whispered to you in the confidence of friendship. A betrayer of secrets is fit only for the society of the low and the vile.  
—D. C. C.

**EXERCISE.**—Throughout all nature, want of motion indicates weakness, corruption, inanimation, and death. Trenck, in his damp prison, leaped about like a lion, in his fetters of seventy pounds weight, in order to preserve his health; and an illustrious physician observes: "I know not which is most necessary for the support of the human frame—food or motion. Were the exercises of the body at

tended to in a corresponding degree with that of the mind, men of learning would be more healthy and vigorous—of more general talents—of more ample practical knowledge; more happy in their domestic lives; more enterprising and attached to their duties as men. In fine, with propriety it may be said that the highest refinement of the mind, without improvement of the body, can never present anything more than half a human being."

**ELOQUENCE**—The best style, as Coleridge has remarked, is that which forces us to think of the subject, without paying attention to the particular phrases in which it is clothed. The true excellency of style is to make us feel that words are absorbed in things, and to leave upon the mind a strong impression of the sense and the tenor of the reasoning, rather than a broken and piecemeal recollection of particular expressions and images; the result, on the contrary, if not the intention, of too much pulpit oratory, is to fill the ear with a multitude of grand terms, and bewilder the fancy with a crowd of tropes, while it is comparatively ineffectual in stamping the general argument or exhortation upon the understanding.—*British Critic*.

**EARLY RISING**.—Eminent men always rise early. Sluggards lie in bed—and young men, we regret to say, indulge in such a vice. A person who performs daily manual labor, may require eight hours sleep, part of which is for the repose of the wearied limbs, but he who is called a scholar or a gentleman, requires only six. He who eats much, acquires a habit which increases upon him, and so it is with sleep; you can sleep when you will, and wake when you will, if you resolve to do. It is a sin to waste a bright morning in bed, when by briskly springing from your couch, you feel refreshed, save valuable time, and promote health.—*Alexander's Messenger*.

**NEWSPAPERS**.—A newspaper can drop the same thought into a thousand minds at the same moment. A newspaper is an adviser, who does not require to be sought, but who comes to you of his own accord, and talks to you briefly every day of the common weal, without distracting your private affairs. Newspapers therefore become more necessary in proportion as men become more equal, and individualism more to be feared. To suppose that they only serve to protect freedom, would be to diminish their importance: they maintain civilization.—*De Tocqueville*.

**HOPE ON**.—Hope on, frail mortal! What though thy path be rugged, and strewed with thorns—thou hast only to persevere, and thy reward awaits thee. Many days and nights, perhaps years, hast thou struggled with adversity. What though thou art poor, despised by those, it may be, who are thy inferiors in all save wealth! What matters it that thy short life is exposed to the rude blasts of adverse fortune, if at last thou art crowned with immortality, which those who rudely push thee from them think not of. Hope on then in thy poverty—be honest in thy humility—aspire to be truly great by being truly good.

**GLASS PENS**.—Wonders will never cease. Glass is now made into all sorts of things. There is cloth manufactured in England of glass, and it has even been used as the main-spring of a chronometer, and answered well for such a purpose. But for a pen to be made of glass, who would have believed it! Yet it is so, and most excellent writing pens they are. It is well known that with a flux of lead in combination with the silicon, in right proportions, glass can be made very ductile. These pens are now becoming not uncommon, and they are perfectly anti-corrosive by the most impure ink.—*Scientific American*.

**CAP PAPER**.—This term, an abbreviation of foolscap is derived from the water mark introduced upon paper by the Parliament of the Commonwealth, which was a fool's cap and bells, in mockery of the Royal arms used as a water mark by Charles I. Hence the term foolscap paper subsiding into "cap." Post paper was so called in contradistinction, because used to send by "post" or mail.—*Detroit Free Press*.

**THE MOTHER**.—Sheridan wrote: "Women govern us; let us try to render them perfect. The more they are enlightened, so much the more we shall be. On the cultivation of the minds of women, depends the wisdom of men." Napoleon said: "The future destiny of the child is always the work of the mother."

**TIMIDITY**.—A timid man can never become great; if he possesses talent he cannot apply it; he is trampled upon by the envious and awed by the swaggering; he is thrust from the direct path which leads to honor and fame by every aspirant who possesses more spirit than himself.

**LAZINESS** grows on people. it begins in cobwebs and ends in iron chains.

## AGENTS FOR THE EDUCATOR.

ALLEGANY COUNTY.—S. J. Rosington of Almond.

CHEMUNG COUNTY.—Daniel B. Ross, of Elmira.

LIVINGSTON COUNTY.—A. B. Miller, of Dansville.

GENESEE COUNTY.—Ezra D. Barker, of Le Roy.

ERIE COUNTY.—E. W. Spaulding, of Buffalo.

ONTARIO COUNTY.—Wm. D. Gregory, of Hope-well; H. Underhill, of Canandaigua; and William Orton, of Geneva.

ORANGE COUNTY.—W. B. Latham, of Salisbury Mills.

ORLEANS COUNTY.—J. W. Barker, of Kendall.

STREUBEN COUNTY.—A. E. CRANE, of Hornellsville.

YATES COUNTY.—Benjamin E. Cook, of Penn-Yan.

TRAVELLING AGENTS.—Rev. David L. Hunn, of Rochester; and H. W. Oliphant, of Sweden.

AGENTS WANTED.—Several responsible, enterprising young men are wanted to obtain subscribers for the Monthly Educator. To such as wish to engage in this business, and will come well recommended, a very liberal commission will be given.

## NEW WORK.

## Chambers' Miscellany of Useful and Entertaining Knowledge.

Edited by Robert Chambers, Author of "Cyclopædia of English Literature."

WITH ELEGANT ILLUSTRATIVE ENGRAVINGS. PRICE TWENTY-CENTS PER NO.

GOULD, KENDALL, & LINCOLN are happy to announce that they have completed arrangements with the Messrs. Chambers of Edinburgh, for the republication in semi-monthly numbers of Chambers' Miscellany. The design of this Miscellany is to supply the increasing demand for useful, instructive, and entertaining reading, and to bring all the aids of literature to bear on the cultivation of the feelings and the understandings of the people—to impress correct views on important moral and social questions—suppress every species of strife and savagery—cheer the lagging and desponding, by the relation of tales drawn from the imagination of popular writers—rouse the fancy, by descriptions of interesting foreign scenes—give a zest to every-day occupations, by ballad and lyrical poetry—in short to furnish an unobtrusive friend and guide, a lively fireside companion, as far as that object can be attained through the instrumentality of books.

The universally acknowledged merits of the Cyclopædia of English Literature, by the same author, connected with its rapid sale, and the unbounded commendation bestowed by the press, give the pub-

lishers full confidence in the real value and entire success of the present work. The publication has already commenced, and will be continued semi-monthly. Each number will form a complete work, and every third number will be furnished with a title page and table of contents, thus forming a beautifully illustrated volume of over 500 pages of useful and entertaining reading, adapted to every class of readers. The whole to be completed in *Thirty Numbers*, forming TEN ELEGANT VOLUMES.

This work can be sent by mail to any part of the country. A direct remittance to the publishers of SIX DOLLARS will pay for the entire work. This liberal discount for advance pay will nearly cover the cost of postage on the work. Those wishing for one or more sample numbers can remit accordingly. Booksellers and agents supplied on the most liberal terms. GOULD, KENDALL, & LINCOLN, Publishers, Boston.

## Advertisements.

PHYSIOLOGICAL, Philosophical, and Phrenologica Books for the People, at Dewey's. Self-Culture and Perfection of Character—50 cents. Fascination, or Philosophy of Charming—40. Woman, her Education and Influence—40. Essays on Human Rights, by Herbert—50. Memory and Intellectual Improvement—50. Hereditary Descent—Laws and Facts—50. Marriage, its History and Philosophy—38. Philosophy of Mesmerism, lectures—25. Mesmerism in India—50. Physiology designed for Families—25. Phrenology approved and applied—100. The Practice of Water Cure—25. Education, by Spurzheim—75. Phrenology and Physiology—75. Six Lectures on the Lungs, by Fitch—50. Physiology, Animal and Mental—50. Rose on Consumption—25. The Teeth—their Diseases, Structure, &c—12 1-2. The Eye, its Anatomy, &c., with Plates—26. Water Cure Manual—50. Dr. Rogers on Children [Every family should have it.]—37. Manual for the Chess-Player—50.

D. M. DEWEY, Arcade News-Room.

Rochester, January 1848.

A WORK on Teachers' Institutes, now in press and will be soon published—containing their origin, progress, and proceedings, by one of the authors, S. R. SWEET.—Price—25 cents. Sold by E. Darrow, and Wm. Barnes, Rochester; Bemis & Shepard, Canandaigua; M. Messer, Penn Yan; and W. H. Smith, Geneva.

December, 25, 1847.

## TO TEACHERS AND OTHERS.

THE Subscriber manufactures and keeps constantly on hand, a superior quality of BLUE and BLACK WRITING INK prepared expressly for schools. For sale by the gallon, bottle, or other quantity, at No. 5, Curtiss' Block, second floor.

G. D. VAN ZANDT.

Rochester, November, 1847.

## DISTRICT SCHOOL GRAMMAR.

THE Elementary Principles of English Grammar, accompanied by Appropriate Exercises in Parsing, with an Appendix, by PARSONS E. DAY. For sale by

E. DARROW.

Corner of Main and St. Paul Streets.

Rochester, January, 1848.

## DISTRICT SCHOOL SPEAKER.

A Collection of Pieces for Public Declamation, in Prose, Poetry, and Dialogue, by PARSONS E. DAY. For sale by

FISHER & CO., 6. Exchange St.

Rochester, January, 1848.

## Poetry.

For the Monthly Educator.

## ODE TO EUROTAS.

BY E. P. LARKIN.

[Around ARCADIA lie seven districts watered by the purling streams, which descend from its romantic highlands. On the south two sister fountains pour their gushing waters, ever and anon increased by rippling rills, until the one wending its way westward through the land consecrated to Jove, deposits its peaceful burden in the Ionian Sea. While the Alpheus meanders through the Holy Land, Ellis, the Eurotas speeds its sparkling tide through Laconia, the land of heroes. This is said to be the clearest, purest, and most beautiful river in all Greece.]

Sweet waters! onward roll thy way,  
No language can surpass  
That, on thy bosom bore away,  
O lovely Eurotas!

Speak, speak! To us unfold  
The mighty and the brave;  
Their history can ne'er be told  
But by thy sparkling wave.

In vain the tow'ring monument,  
Upon thy verdant shore,  
Would fain record some great event;  
But all in vain! For o'er

The banks that clasp thee in their arms  
The ruthless hand of time  
Has swept: that with'ring stroke thy charms  
Dissolved: and now, nor crime

Of deepest dye, nor highest good,  
The crumbling dust can tell  
Where Sparta, once rejoicing stood,  
Or wrapt in splendor, fell.

Amycla's lofty dome, no more  
Apollo fills with awe:  
Nor Gythium, upon thy shore,  
Is under Spartan law.

The relics that so oft bestrew  
Where thy sweet waters run,  
Have perished, like the sparkling dew  
Before the morning sun.

But thou, in silent loveliness,  
Regardless of the past,  
May'st sport thy spark'ling spray, to bless  
This melancholy waste.

North Academy, 1847.

## GO TO THE ANT.

BY JUNIUS.

"Go to the ant, thou sluggard; consider her ways, and be wise."—*Proverbs of Solomon.*

Go to the toilsome ant,  
Thou of the sluggard's breath;  
Consider her providence,  
Alone ceasing with death.  
Behold her in harvest,  
How she garners her store!  
Went like an armed man,  
Never enters her door.

Doth poverty threaten?  
Wisdom learn from the ant;  
Improve well the present;  
He that reapeth must plant.  
Doth failure dishearten?  
See her tugging that grain!  
If fruitless the effort  
She returneth again.

Sleep not then, O sluggard!  
From thy dormant couch rise,  
Shake the dust from thy garb;  
Wipe the film from thine eyes!  
Remember that LABOR  
Of this life is the soul;  
It sweetens each blessing—  
Craves not pity or dole.

Mount Morris, October, 1847.

PROSPECTUS  
OF THE  
MONTHLY EDUCATOR.

## SECOND VOLUME.

THE MONTHLY EDUCATOR will be published on the first of each month, at the North Star Office, opposite the Arcade, Rochester, N. Y. This Magazine is especially designed for Families and Schools, and is devoted to Education, the Arts and Sciences, American Biography, Anecdotes, History, Interesting Narratives, Poetry, Reviews, and General Literature.

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